ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001011	N.A.	N.A.

4. AUTHOR(S):
School-Community Relations Office

5. TITLE OF DOCUMENT ABSTRACTED:
Ford Projections: The Ford Foundation Project Schools Newsletter

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. School-Community Relations Office
ST. Philadelphia, Pa.
CITY, STATE

9. PUBLISHER OR SOURCE
Philadelphia Public Schools

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
1	N.A.	Dec. 60	10

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
newsletters

16. INDEXING TERMS (6-12)

Ford projects	Great Cities, Phila.	School-Community relationships	
Cultural enrichment	School improvement	Secondary education	
Community cooperation	Culturally disadvantaged	Parent education	
	Elementary education	Community education	

17. ABSTRACT (MAX. 250 WORDS)

Many short articles describing and evaluating what was accomplished during the first several months of the Ford Foundation Great Cities Improvement Program in Philadelphia, Pa. are included. Several short articles concerning specific activities of the staff, teachers, parents, and pupils involved supplement the evaluation. The articles were intended to inform the school and community of some of the things that had transpired and some which were projected for occurence in the future.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

DW

IB2 F314B2N
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FORD PROJECTIONS

The Ford Foundation Project Schools *Newsletter*

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

ED001011

SCHOOL-COMMUNITY RELATIONS OFFICE
PHILADELPHIA PUBLIC SCHOOLS

FORD PROJECTIONS

December 1960 Vol. 1, No. 1

FROM OUR DISTRICT SUPERINTENDENT:

To be a teacher is to be all things -- dedicated as a clergyman, selfless as the family doctor, sensitive as an artist, skillful as a master craftsman, ready as a good parent to understand, to sacrifice, to serve, to support, to forgive - and to expect no acknowledgment.

To be a teacher is to be committed to the faith that, while no child is exactly like another, for each the level of achievement can be raised, aspirations stirred, potential talents discovered and developed.

To be a teacher is to be bound in conscience to help each child find his own worth, his own dignity.

To be a teacher is to open doors.

And to be a teacher in the Great Cities School Improvement Program is to be and do all these things with renewed dedication, with loving enthusiasm. Your reward will be great, for the children you are teaching and their children and children's children will have reason to rise up and call you blessed.

ALEDA E. DRUDING
Superintendent of District Five

GREETINGS !

This issue of "Ford Projections" is the first reporting in what we hope will be a series to keep the personnel of the Ford Foundation Project schools informed of latest developments.

These columns are open to those who may wish to share with all of us the materials and experiences in relation to this most important work in which we are engaged.

All of us are encouraged with the progress to date in the realization of the objectives of the program. There is an air of excitement and electricity noticeable as one enters the schools. This is due to the dedicated efforts of all concerned - the children, the school personnel, the parents, and the interested members of the communities.

It is so rewarding to be a part of all this.

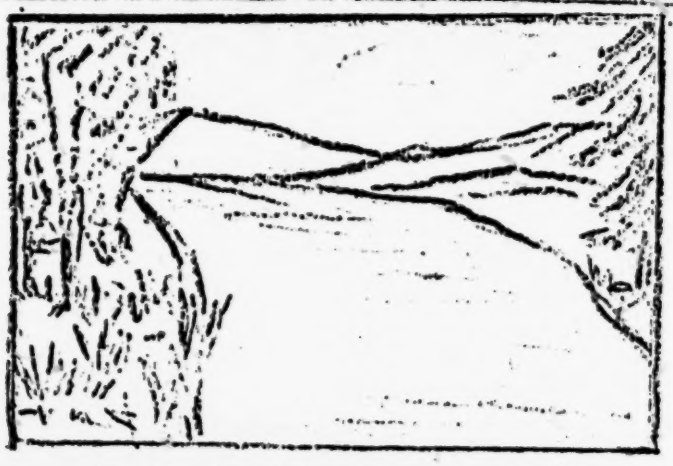
LOUIS R. BALLEN, Co-ordinator
Ford Foundation Project

TO THE STAFFS OF THE DUNBAR, HARRISON, LUDLOW, AND WANAMAKER SCHOOLS:

Your efforts to make this program successful are deeply appreciated. Many interesting educational and cultural programs are being developed. It is my view that we may find some answers to the problem of educating children who come from limited backgrounds. This will be of great importance to the Philadelphia school system and to the city of Philadelphia.

DAVID A. HOROWITZ
Associate Superintendent

STRIDING THE DUNBAR HIGH ROADS



In the Dunbar School, the Ford Foundation Project is known as the "High Roads Project." It is a program that is designed to motivate pupils, parents, and teachers to achieve maximum potential in their respective roles through effectively mobilizing and utilizing the total resources of the school and community. It is based upon the assumption that human behavior can be modified in positive directions through effective planning, skillful teaching, and intelligent, persistent effort. If this is a true belief, it may be assumed that the effects of cultural deprivations can be minimized and academic achievement and latent talent can be extended beyond apparent limitations.

MARCUS FOSTER, Principal
Dunbar School

HIGH ROADS TO HEALTH

The school nurse, the health co-ordinator, and the physical education teacher have combined their talents to launch a "High Roads to Health Project." They are working through the Health Council which is composed of committees of parents, teachers, children, and community leaders.

The school nurse reports that there has been a 30% increase in the membership of the Parents' Health Committee since the project has been under way. The Teachers' Committee has planned a series of monthly health emphases. For the fall term they are Cleanliness, Nutrition, Correction of Defects, and Good Posture. The Community Leaders' Committee is working to eliminate traffic hazards and unsafe conditions in the community. The Committee has been effective in bringing about an improvement in unsanitary conditions in the neighborhood. From all indications it appears that the High Roads to Health Program will make a significant contribution to the overall goals of the project.

IMPACT OF THE PROJECT UPON DUNBAR COUNSELING SERVICE

In the short time that the program has been under way, some elements of the counseling service have shown a change, or modification. Referrals from teachers place more emphasis on the possibility of hidden talents being developed, and unseen skills being brought to light. Many referrals now seem to imply a hope that the child may be led to increase his long-range growth and value to the community. The health co-ordinator, the school-community co-ordinator, and the home and school visitor all place more stress on combining efforts for the betterment of the child. This has led to more conferences with the counseling teacher in order that all forces may be combined to reach a common goal more rapidly.

Parents have become more alert to the community agencies which are available for their needs. Many, who are in doubt, have come seeking information from the counseling teacher because they felt the educational background could be bettered. All in all, we feel that the children are being helped to look at themselves more objectively and completely and to see the goals that are possible for them to reach.

THE COMMUNITY CO-ORDINATOR RALLIES SUPPORT FOR THE PROJECT

Mrs. Eloise Holmes, the Dunbar School-Community Co-ordinator, has been a valuable addition to the school staff. She has helped to improve communications between the school and the community. She has secured the active participation of at least one key person in each block within the school's boundary. These leaders are called Block Commanders. They provide a direct line of communication into each house served by the school. Through the efforts of this group, attendance at home and school meetings has increased.

Mrs. Holmes has recruited many parents who come to the school to perform some of the necessary routine jobs that require so much of a teacher's and secretary's time. For example, parents count and wrap cookie and milk money; work in the stock closets, storing and distributing supplies; repair, sort and store used clothing that is distributed to needy families.

Our community co-ordinator has organized a parent study group. This group meets with the language laboratory teacher to discover various ways in which parents can help their children to improve in the major curriculum areas. Also, a group of parents and teachers has been organized to study the community in order to locate commercial, industrial, recreational, religious, and cultural institutions which may provide first hand educational opportunities for our children.

ART APPRECIATION PROJECT

As part of its cultural enrichment program, the Dunbar School has embarked upon an Art Appreciation Project. The Home and School Association purchased a dozen copies of master works. Mr. Harry Bonelli, the Art Supervisor, selected and framed the prints. A description of the master work and a biographical sketch of the artist was prepared. This material will be used in an in-service program for teachers. The teachers, will in turn, instruct the children.

A series of slides will be prepared showing how various artists have interpreted the same subject. These slides will be shown and discussed with the children. A dozen prints that do not require framing have been purchased. The instructional material concerning the picture is pasted to the back. These pictures are then circulated among the classes. So far this program has been enthusiastically received by children, parents, and teachers.

BOOKS FOR THE HOME

On December 1 and 2 the Dunbar School conducted a Book Fair. Parents were urged to buy books and give books as Christmas presents. The aim of the project was to flood the homes of the community with good books which could be read by the children for whom they were purchased. We wanted each child to be able to say, "This is my book." We want our children to read many books. The sale was successful beyond our wildest hopes. This project was not primarily designed to make a profit. The gain that was realized will be used to purchase books for classroom libraries and for the after-school library.

CLIMBING THE HARRISON HEIGHTS

The "Harrison Heights Program" which has been brought to a name and full effectiveness by the support of the Ford Foundation is certain to do some wonderful things for our boys and girls and their parents. It and its procedures are geared to what we at Harrison consider to be the finest ways of raising the pride and dignity of all the people in our school community.

Some outcomes of the Harrison Heights Program should be:

a. Unitedness - Our pupils and their parents and their teachers are living and working happily together for the moral, intellectual, cultural, and spiritual growth of all.

b. Realization of Our Potential - The widened scope of life experiences and the deeper personal explorations will reveal talents and abilities never before realized.

c. Knowledge - The added supplies, services, and personnel supplied by the program will enable each child to increase his store of information and knowledge. This adds to his emotional security.

d. A Sense of Belonging to the World - Experiences, trips beyond neighborhood boundaries, and meetings with useful people should help to give our children a broadened view of our place in the world.

e. Increased Respect for Ourselves and Others - This naturally follows in the wake of the outcomes already listed.

In addition to the large and general outcomes, the Harrison Heights Program should result in: improved social behavior in school, in the street, and in the home; the feeling that the school is a "home" to all of our neighbors, as are the churches; better work and better thinking habits in our pupils; and, above all, a growing sense of independence in all of our people.

We shall climb!

Gerald L. Amonitti
Principal, Harrison School

A BACKWARD GLANCE AT "HARRISON HEIGHTS"

September saw the presentation of the Project to the faculty for consideration and understanding. The children knew that something different was in the wind. October witnessed the acceptance of the Project by both faculty, pupils, and parents. There was greater understanding of the aims, objectives, and methods. At the fine November PTA meeting Mr. Ballen spelled out very carefully the entire program for the parents and we were able to move into high gear.

There was great joy all along the line at the enrichment program with its new emphases and the newer bus service making greater enrichment possible. November also ushered in the new Junior Firemen's Corps under the able sponsorship of William Kaufmann. Since this is an area of great fire mortality, we welcome this new organization as a valuable resource. The week of its formation one of our twelve-year olds, Robert Headon, made big news by saving the lives of three small children in a disastrous fire in which three others lost their lives. Robert was a good neighbor.

A STRETCHING PROCESS

Language laboratory time at Harrison is a very happy time. The children who work in the laboratory are stirring and stretching their imaginations to make words say what they want them to say.

Three groups of children meet in the language laboratory. The slow development group consisting of 21 primary children with poor verbal facility have made remarkable progress. They have even begun to read, a feat of which they are very proud. The enrichment group, consisting of youngsters with potential from the fifth and sixth grades have been deep in poetry and creative writing. Reading has become a favorite hobby. Five disturbed younsters come to the language laboratory two afternoons a week. With these youngsters group therapy through literature is being attempted. The eagerness with which they have come is a tribute to the language laboratory program at Harrison.

HARRISON
HOME AND SCHOOL ASSOCIATION

Since the beginning of the Harrison Heights Program a new spirit seems to have permeated the home and school association. Average attendance at general meetings has tripled. We now have six standing committees appointed and working and five teachers serving as active members of the Executive Board. The Harrison room mother organization is now 85% completed. Proof of community interest in the association came when at a night meeting nearly 200 parents and interested community leaders attended.

ELEVENTH ANNUAL DRIVE

The children of the Harrison School report as going well their eleventh annual drive to raise funds for the Children's Department of the St. Luke's Hospital. The hospital is a nearby neighbor and the Harrison youngsters hope to raise about $150 for the department which many of them have found of great service in time of need.

HARRISON HEALTH PROGRAM

As the result of emphasis on accident prevention, there has been a marked decline in the number of children treated for injuries on school premises. There is increased recognition of the relationship between good physical health, both from the preventive aspect and the prompt correction of remedial defects, and the optimum potential for educational growth.

A FORWARD LOOK

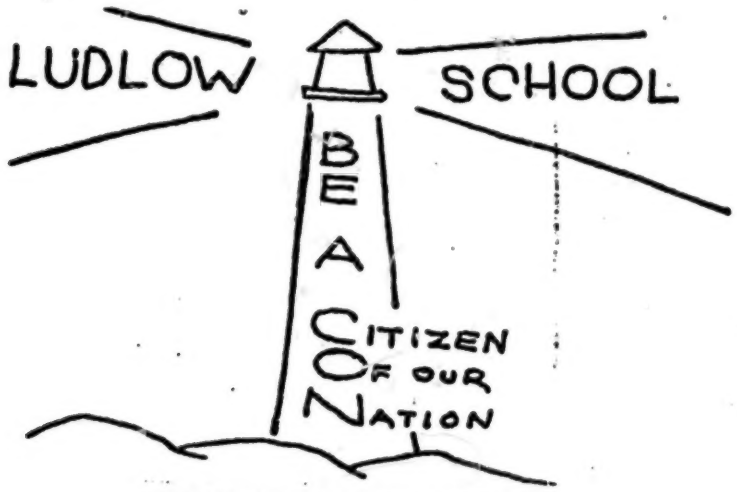
We anticipate for our project:

1. Even greater pupil, parent, teacher understanding and co-operation.
2. More trips even though our schedule for the term is completed and our bus quota used.
3. We see ever increasing progress in the language arts field.
4. We envision a school of neater, better self-disciplined, alert youngsters with a gleam of expectancy in their eyes, and a new joy of living in their hearts.

Our Thanksgiving Prayer was simple - Lord give us vision that we may see; wisdom that we may understand and lead wisely; and courage to dare to do that which needs to be done.

Louis A. Potter,
Program Co-ordinator

RAYS FROM THE LUDLOW BEACON



LUDLOW'S BEACON PROGRAM

At Ludlow the Great Cities School Improvement Program has been designated as the "Beacon Program", and the above insignia has been adopted by our staff as the Beacon symbol.

The name Beacon was chosen for two reasons. First, it is our hope that this program will guide us - our staff, our children, and our community - towards better educational practices and more wholesome relationships. Second, in the word Beacon we read Be a Citizen of Our Nation. This emphasizes our concern with the development of responsible and capable citizens.

In the few months which have passed, we seem to have soundly launched our program. Our school-community co-ordinators are busily at work on an ambitious and wide-reaching program. We are certainly communicating with our community, for in our first evening meeting at which we explained our Beacon Program, we had 500 parents present. Our in-service training program for teachers, our language laboratory program, our student cultural enrichment program, our health program, our after-school remedial program, and our language enrichment program are all well under way.

George Green, Principal
Ludlow School

FROM THE PUERTO RICAN SCHOOL-COMMUNITY CO-ORDINATOR

Of the 1200 children at the Ludlow School, 350 are Spanish-speaking youngsters who come from Puerto Rico. One of the great problems has been to communicate with the Spanish-speaking community and to gain their co-operation and support.

On Wednesday, October 19, an Open House evening meeting was planned for our school so that we could explain the many phases of our Beacon Program. Although we expected but few of our Spanish-speaking community to attend, we made a determined effort through our Puerto Rican school-community co-ordinator to reach these people and to urge them to come.

We were thrilled when, of the 500 parents to attend, fully one-third were Puerto Ricans. Mothers, fathers, uncles, and aunts listened with much interest as the Beacon Program was explained.

This meeting convinced us that our Spanish-speaking community is interested in our school and will support our efforts.

OUR LANGUAGE LABORATORY

"Are we having a story this Wednesday?" asks a curious little child as the language laboratory teacher passes him on the street on Monday morning. If he is in Grades One to Four he will have a story on alternate Wednesdays. If he is in Grades Five or Six, he will be in the school's auditorium every Wednesday morning for story time.

The story program for the term has been carefully selected by Miss Anne Cohen, the Language Laboratory Teacher with the aid of Miss Ida Kravitz, Language Laboratory Consultant, and Miss Greenspin of the Free Library Film Department.

The literature program at the Ludlow School provides a 30-minute seeing, listening, and talking experience for all children. Each of three groups

watches a still film or movie with close attention after hearing a carefully prepared telling of a story. Then, in the question period which follows there are eager responses to what was seen and enjoyed. If there is time, the program is concluded with a related and suitable record.

The regular classroom teachers, during story time, attend workshops to improve techniques in developmental reading, spelling, or handwriting instruction.

LUDLOW ENRICHMENT PROGRAM

Through the Ludlow School's Beacon Program many children are enjoying new and inspiring experiences by way of bus trips on Tuesdays, Thursdays, Fridays, and Saturdays. The trips on school days are making classroom studies come alive.

Saturday trips to see plays at Children's Theater, to hike through our beautiful parks, and to visit places of interest, have given Ludlow children a new outlook on life in Philadelphia. Both children and teachers are looking forward to and planning for the enriching experiences which future trips will bring. This interest has even reached the homes, for children are reporting follow-up trips to places of interest to which the Ludlow enrichment program has introduced them.

A DAY AT THE UNITED NATIONS

On Friday, November 18, 1960, the dream of a group of Ludlow parents, that of spending a day in New York at the United Nations, came true. Thirty-four parents, the Discussion Group leader, a sixth grade teacher, the counselor, and the school-community co-ordinator visited the United Nations. The trip was felt by all concerned to be a huge success. The United Nations' guide, Miss Poli-Sandri, conducted the group on a tour through the Security Council rooms. She also gave them the opportunity to visit and listen to a meeting of the General Assembly and to spend time in the unique United Nations Gift Shop. Lunch was enjoyed in the delegates' dining room. For many of the parents this was a first trip to New York and they reported it to be a thrilling experience.

HEALTH AND SAFETY

Two programs of significance have been organized by the nurse at Ludlow School. The first is a program of great importance to the sixth grade girls. It is a class in "Good Grooming and Body Changes." The girls meet with the nurse and their teachers in the auditorium. There, with the assistance of motion pictures and charts, the girls gain insight into vital areas of personal hygiene.

Because the number of incidental accidents occurring during September was unusually high, the nurse began a program designed to make the children more safety conscious. An official Safety Award, signed by the principal and the nurse, is presented at the close of each month to the class on each floor which has had the least number of accidents for the month. When the award is made a safety film is shown to the children. Although the program is but a month old, there has been a definite reduction in accident rate which, it is hoped, will continue to decline.

AFTER SCHOOL HELP

As part of the drive to raise achievement levels, the Ludlow School has an ongoing after-school program. Three members of the faculty meet, each with a group of twenty-five children, three afternoons a week. One teacher is handling remedial reading, another arithmetic, and the third teacher meets with a group who stay for help with homework. Progress of the children is discussed at the Beacon team meetings. It is felt that the program is meeting a need long felt in the school.

THE WANAMAKER EAGLE SOARS

THE EAGLE PROGRAM

The Eagle Program at Wanamaker Junior High School is an attempt to identify individual pupil capacities and talents, to motivate parents and pupils to seek higher personal goals and to provide experiences which will tend toward more enriched living and achievement. The program will seek to involve the total school staff, special school services, parents, and community groups.

There are five objectives for the Eagle Program in the Ford Foundation Project:

1. To provide educational, cultural and social Experiences for pupils and their parents which should lead to increased interest and participation in the life of the school and the community.
2. To strive constantly for improvement in pupil Achievement in basic skills and academic learning.
3. To assist all pupils to take advantage of every available opportunity for personal Growth. To seek new opportunities to achieve this purpose through the use of school staff, school services, community organizations, and parent groups.
4. To interpret teaching as a continual Learning process whereby the teacher is always on the alert for new and better methods of instruction. To foster experimentation within a framework of appropriate educational practice.
5. To accept Excellence as the ultimate goal of educational effort. To help pupils determine standards of self-discipline and to develop efficient work habits. To assist parents in raising their own aspiration levels so that they provide home conditions which would support the work of the schools. To encourage inspirational and effective teaching in every classroom.

Harry Orth, Principal
Wanamaker Jr. High School

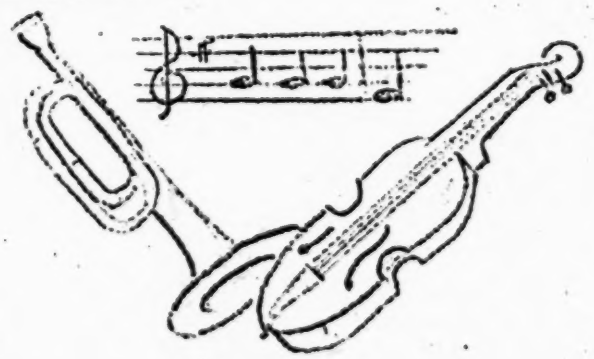
EVERYONE WELCOME

Dr. Clarence Senior of the Society of Planning Officials has accepted an invitation to speak to the parents of Wanamaker Junior High School about the impact of population mobility in our society. The Wanamaker Home and School Association has extended invitations to parents of all neighboring elementary schools.

The meeting will be held in the auditorium of the school on Thursday evening, January 12, 1961.

A MUSICAL TREAT

Arrangements have been made with the local musicians' union to present four evening concerts in the auditorium of Wanamaker Junior High School. Pupils and parents from the Dunbar, Harrison, and Ludlow Schools have been invited to join the pupils and parents of Wanamaker in enjoying these programs. The concerts will be held monthly beginning with February, 1961.



WANAMAKER BOOK FAIR

Wanamaker Junior High School is aiming, through the medium of a Book Fair, to broaden horizons for its pupils. During the week of December fifth, every boy and girl had the opportunity to purchase books from a selection encompassing many reading levels and interests. The books were on display in the first floor corridor. Members of the Home and School Association staffed book booths and served pupils, faculty, and visitors. Profit making was not the aim of the Book Fair. It is hoped that the Fair achieved the most desirable goal of establishing contact between books and children.

CHRISTMAS ART

The Wanamaker art department is encouraging creativity in its pupils by sponsoring a very unusual project. Children were chosen from among the student body who showed an interest in and a desire for creative work. They did not have to show much talent. After intensive research these youngsters are engaged in creating murals showing Christmas around the world. The murals, when completed, will be on display in the first floor corridors. The music department is planning to teach music that will provide an effective sound background for the art.

A RECREATION PROGRAM

Twice weekly, in the evenings, the gymnasiums at Wanamaker Junior High School are used to provide supervised recreation for the older youth in the community. The program is a joint responsibility of the school system's Division of School Extension and the Philadelphia Association of Youth.

BACKGROUND OF MUSIC

The excellent facilities provided by the Board of Education to the new Wanamaker Junior High School include a public address system. Each morning while pupils are entering the building and going to their advisory rooms, the public address system is used to carry semi-classical music from local FM stations into every classroom. In addition to the regular music program of the school the FM music provides another means for exposing pupils to high fidelity musical offerings.

ADULT EVENING PROGRAM

The evening school which opened at the Wanamaker Junior High School in September provides extra educational facilities for the community. Over 300 adults signed up for the courses being offered, among which are: public speaking, sewing, typing, Spanish, millinery, home repair, practical nursing, and the subjects of the elementary curriculum. Community interest and response has been most gratifying.

HELP AFTER SCHOOL

Every Tuesday and Thursday from three to four o'clock youngsters from the eighth grade alert classes meet with a faculty member for after-school tutoring. These are youngsters who are not performing at levels commensurate with their abilities. The youngsters have been interviewed, found aware of a need for help, and found willing to regularly participate in a program designed to raise achievement levels.

IN ADDITION

EARLY RETURNS

One outcome of the special efforts being made by the schools in the Ford Foundation Project is a type of comment which has come from teachers and principals not included in the plan:

"Are there things that you are doing which might benefit us? Do share them with us!"

"What are you doing that we might try at our school?"

"I wish our school had such an opportunity."

Among these teachers and principals are many who have been long cognizant of the needs of the children with whom we are working. They have often participated in activities similar to many of those in which we are engaged.

However, they wish to know how much more has been done with the additional funds, facilities, and the more flexible use of personnel to provide on-the-job in-service training for teachers and a richer variety of concept building experiences for children, thus making possible the glow which follows a dream come true.

New teachers have generally not only graciously accepted the regular and frequent help which is available, but have also eagerly requested return visits from the Teacher-Aide. A confidence between the new teacher and the Teacher-Aide is developing which enables the inexperienced teacher to ask for and to accept many kinds of help so fundamental to teacher growth and to the progress of our children. It is most encouraging to all concerned when not only teachers within the project schools but also many outside these schools seek the help and stimulation of this enriching project.

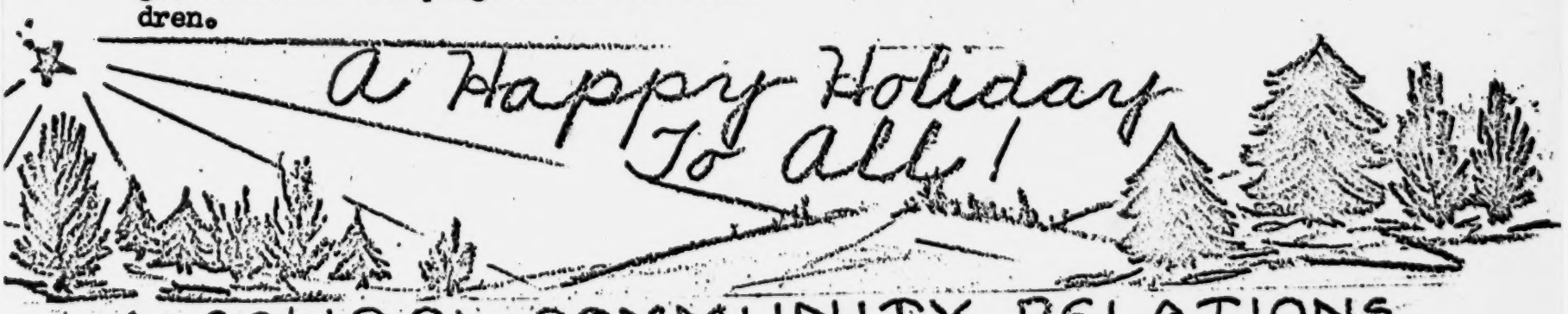
Edna W. Griffin
Teacher Aide

A CHALLENGE

On December sixth at 2:30 in the afternoon, the faculties of the four Ford Foundation Project schools met in the auditorium of the John Wanamaker Junior High School to hear Dr. Otto Klineberg, Professor of Social Psychology at Columbia University, discuss "Environmental Influences on I.Q."

His emphasis on the need to provide the child of culturally deprived background with additional tools, especially in language skills and reading, gave added strength to the decision to place stress on the language arts this year. And his insistence that there is no scientific evidence that points to the superiority of any ethnic group, that environment and motivation play a most important role in mental growth, challenges us to inspire motivation, help, alter environmental influences, and raise aspirational sights for our children.

Ida Kravitz
Language Arts Consultant



A SCHOOL-COMMUNITY RELATIONS
OFFICE PUBLICATION
LOUIS BALLEN - IDA KRAVITZ - EDITORS